**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 5 Week 5 Story Title: Me & Uncle Romie**

**Monday**- Use TE DI -42- 1) Preteach Phonics- Suffixes y, ish, hood, & ment. Remind students of what a suffix means. Write *oily.* Say: *The word oily has a suffix.* Ask: *What is it? (y) what is the base word? (oil)* Say the base word & suffix: oil y. Model blending oily. Then have students blend it together. Say: *The suffix “y” means “having” or “full of”. What does oily mean? (full of oil* Repeat process with *boyish, motherhood, & movemen, while also defining the suffixes: “ish” means “similar to” or “having the quality of”; “hood” shows a state of being or belonging; “ment” means “the act or result of”*. 2) Preview Decodable Reader 25: *Selfish Shelly-* Read/discuss words: Review the words on Decodable Reader pg 73; blend the following story words: shiny, frisky, neighborhood, sundress, wispy, fabric, & admitted. Discuss the meaning of the words, too. 3) Preview Decodable Reader 25 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will listen to the teacher model read the Decodable Reader 25 orally to the students for fluency.

**Tuesday**- Use TE DI-44- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: cardboard, feast, fierce, flights, pitcher, ruined, stoops, & treasure. 2) Practice decoding, reading, slashing out syllables with Multisyllabic Words: write *underground* & model how to use meaningful word parts to read it. Say:  *First I ask myself if I see any parts that I know. I see under at the beginning of the word & ground at the end. So this is a compound word. I put the meanings of under & ground together to know that underground means “below the surface of the ground”.* Continue with words: rumbling, conductor, platform, collage, studio, stickball, barbecue, musicians, saxophone, Caribbean, glorious, preserves, & conversations. 3) Choral/Echo read typed version of Decodable Reader 25 for fluency practice. 4) Highlight Spelling Patterns from Monday’s lesson. 5) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI-46, pgs 251& 259- 1) Target Skill-Draw Author’s Purpose- Discuss the meaning, examples, & clue words from pg TE DI-46 & pg 244 & 251. 2) Target Strategy-Prior Knowledge- review pg 244. Also reread pg 259 to review Summarize. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4) Reread Decodable Reader 25- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 25- Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.